

**THE PERCEPTION OF ENGLISH TEACHER ASSOCIATION
PACITAN ABOUT GOOD ENGLISH TEACHER**



**Submitted in partial fulfilment of the requirements to achieve
The Master Degree in English Language Study**

By

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APPOVAL

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Stated as a proper research

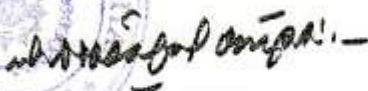
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The researcher,



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ABSTRACT

The study aims to describe the English teachers' perception about good English teacher in terms of language competence, pedagogic, classroom management, interpersonal communication, and socio-affective competence. The research used a descriptive-qualitative method. The subjects are members of the English teacher association of Pacitan, consisting of 20 participants. The technique for collecting data includes open-ended question, interview and observation. The technique for data analysis applied reduction data, data display, conclusion drawing / verification. The findings indicate that language competence includes mastering four skills; listening, speaking, reading and writing, master the teaching material, major basic and standard competencies, creative to develop material, provide clear and understanding model. While pedagogical competence: open the class to lead learners mind, describe the learning purpose, using IT to find the source and learning media, have methods and teaching models, creative and fun learning, master the theory and practice teaching, design the teaching materials, develop the creative learning media, adapt the materials to learners' intelligence, make creative lesson plan, master the evaluation and fair assessment. The next is classroom management competence: design the class comfort, control the students, educate discipline, attention to all students, make students involved class activity, manage the time well. Interpersonal communication competence: create the qualified relationship, provide time in or out of class, understand the students' psychology, have receivable communication style, and appreciate the students work. Socio affective competence: be patient and good model, find out all students names, motivate students to learn, communicate friendly, have a sense of humor, attractive appearance, solve the students' private problem, and appreciate all learners.

Keywords: perception, English teacher association, good English teacher.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan persepsi tentang guru bahasa Inggris yang baik dalam kompetensi bahasa, pedagogik, pengelolaan kelas, komunikasi interpersonal, dan kompetensi sosial-afektif. Penelitian ini menggunakan metode deskriptif kualitatif. Subyek dari penelitian ini adalah anggota asosiasi guru bahasa Inggris Pacitan, terdiri 20 peserta. Teknik pengumpulan data meliputi pertanyaan terbuka, wawancara dan observasi. Teknik analisis data yang digunakan reduksi data, display data, penarikan kesimpulan / verifikasi. Temuan dari kompetensi bahasa; Guru menguasai empat keterampilan; (mendengarkan, berbicara, membaca dan menulis), menguasai bahan pengajaran, standar kompetensi dan kompetensi dasar, kreatif untuk mengembangkan materi, memberikan model yang jelas dan memahami. Sementara kompetensi pedagogik; membuka kelas menggiring pikiran peserta didik pada topik, memberitahukan tujuan pembelajaran, menggunakan IT untuk menemukan sumber dan media pembelajaran, memiliki metode dan model pembelajaran, pembelajaran yang kreatif dan menyenangkan, menguasai teori dan praktek mengajar, merancang materi pengajaran, mengembangkan media pembelajaran yang kreatif, beradaptasi dengan kemampuan siswa, membuat rencana pembelajaran yang kreatif, menguasai evaluasi dan penilaian yang adil. Berikutnya adalah kompetensi manajemen kelas; menjadikan

kenyamanan kelas, mengontrol siswa, mendidik disiplin, perhatian pada semua siswa, melibatkan siswa dalam aktivitas kelas, mengelola waktu dengan baik. Kompetensi komunikasi interpersonal; menciptakan hubungan yang berkualitas, menyediakan waktu didalam atau diluar kelas, memahami psikologi siswa, memiliki gaya komunikasi yang mudah diterima, dan menghargai pekerjaan siswa. Kompetensi sosial afektif; sabar dan sebagai model yang baik, hafal semua nama siswa, memotivasi siswa untuk belajar, berkomunikasi dengan ramah, memiliki rasa humor, berpenampilan menarik, memecahkan masalah pribadi siswa, dan menghargai semua peserta didik.

Kata kunci: persepsi, perkumpulan guru bahasa Inggris, guru bahasa Inggris yang baik.

1. INTRODUCTION

The central challenge of our nation is the ability to improve its human resources quality and education sector. Meanwhile, The United Nations Development Programme (UNDP) in 2011 also reported the Human Development Index (HDI) Indonesia education rank decreased from 108 in 2010 to 124 in 2012 from 180 countries . And on March 14, 2013 reported decrease to the order of 121 from 185 countries. More, this organization identified that one challenge is the low level of Indonesian teaching which affect to society's quality and ability. Meanwhile, the government invests in education as a strategy to develop high quality human resources. Quality education must be lifted by professional teachers to produce the people who have life skills and strong self-confidence to be competitor among other global life societies.

Indonesia Vision 2020 for education sector that Education aims to produce students who have knowledge and skills needed in the globalization era. Teacher must be ready to accept and adapt themselves with many kinds of changes that happen around them. Teacher is requested to change their function as culture distributor to the students for long life learning.

Yudhoyono, a president of the Republic of Indonesia (2012) expressed his concern in teachers' day. He stated that most of the teachers have additional incentive from certification as professional teacher, more profits from local and central government, and more training but they still show unstable commitment and eagerness toward their work. The authorities in education, the school supervisor and the principal need to support them and to have reflection regularly in order to encourage their commitment, proficiency, and inspiration in teaching process.

Fauziati, (TEFL: 178) presents typicals of good language teacher are doing their work better everyday, having good interest in their students, drive them to constant

search for more motivating activities, efficient teaching methods, better design materials for their classes. Spend a lot of time inside or outside their classes, think how to help students. This constant commitment can be seen in different places: teachers are involved in conferences, seminars, workshop to share ideas, become member of professional association, write an article in magazines, journal, web site etc.

It means that as a good language teacher is not only doing their work better in a class, but a teacher should be clever in having good interest, driving and motivating students and designing materials. And also spending a lot of time to help students in solving the students' subject problem, involving in conferences, seminars, workshop and finally writing an article in magazines, journal, web site and the like.

Some similar studies which correlate with perception of good language teacher which has been written by Mahmoud and Thabet (2013), Barnes` (2013), Abiola`s work (2013), Sakurai (2012), Delaney (2010), Wichadee (2010). Shishavan & Sadeghi (2009), Khojastehmehr and Takrimi (2009), Yee (2003), Mullock (2003). Some of them are in line with the current study and some are unsupported ones.

The study aims to describe the English teachers` perception about good English teacher in terms of language competence, pedagogic, classroom management, interpersonal communication, and socio-affective competence. The research used a descriptive-qualitative method. The subjects are members of the English teacher association of Pacitan, consisting of 20 participants.

2. RESEARCH METHOD

The writer uses qualitative research in exploiting and writing the research. The subject of this study is English teachers in Pacitan regency. There are twenty English teachers from many different schools who gathered in this association. The range of their age is between 31 and 54 years old. On average, most of the teachers have more than 8 years of teaching experiences. The youngest teacher has 8 years teaching experience while other teachers working for more than 15 years. They are from Pringkuku, Punung and Donorojo sub district. All of the English teachers have obtained four years college graduated and teacher certificates.

In this research, the writer uses the technique of collecting data as follows: Open Ended Question. Open-ended questions are ones that require more than one word

answers. The answers could come in the form of a list, a few sentences or something longer such as a speech, paragraph or essay. (your dictionary.com open-ended-and-closed-ended-questions.htm)The participants answer the question by writing some sentences or it can be a paragraph to explain their perception.

Interview. Depends on Moleong (2010: 186) Interview is conversation which has a certain purpose, done by two parties, namely the interviewer who asked question and the interviewee who answers the questions. It is a conversation between two or more people where questions are asked by the interviewer to produce facts or statements from the interviewee. Interviews are a standard part of qualitative research. The conversation is done by the researcher to ask the English teacher association members in Pacitan.

Observation. According to Moleong (2010: 175) *observation obeys the researcher feels what the subject performs so it may be the reseacher as a data resource, observation makes an gathered understanding both from the doer and researcher.* Observation is done by the researcher to check the teachers action in class so that the observation data is supporting the previous data .The subjects are members of the English teacher association members in Pacitan.

3. RESEARCH RESULT

The writer gave open-ended questionnaire to participants. The researcher asked to participants to write their opinions about good language teacher in terms of language competence (English proficiency). *It is ability to read, write, listen and speak effectively, English prepares students for meaningful instruction and academic performance in academic subjects taught using the English language*” (Kong et al., 2012, p.20)

The participants answer can be looked in the example answer from ET. 7, She answered : *a. “Guru mampu memanfaatkan internet sebagai sumber belajar. b. Mempunyai kompetensi penguasaan bahasa Inggris dengan baik. c. Men-design pembelajaran yang menarik sesuai dengan bahan ajar. d. Merefleksi dan me-review serta meyelesaikan permasalahan materi. e. Mengkomunikasikan materi dengan jelas dan mudah dimengerti”*, translated by the writer “a. Teacher is able to use internet as teaching source. b. Majored in English. c. Designing the teaching material well. d.

Solving the students`school material problem. e. Explaining the lesson clearly and understandably.

The researcher found the perception of English teachers in terms of language competence (English proficiency) classified into five kinds answers. They believe that good English teacher (1) has competencies in four skills components; listening, speaking, reading and writing (2) mastering the teaching material (3) be creative in developing teaching materials (4) able to describe the material from the syllabus into the teaching plan (5) provide clear and understandable modeling.

The result of open-ended questionnaire , researcher found that” *Guru menguasai materi pengajaran* (teacher majors in teaching materials) is the first rank answer about good language competence (English proficiency). This answer gets nineteen participants (95%) while “*guru menguasai empat skill, mendengarkan, membaca, menulis dan berbicara* (teacher has competencies in four skills components ;listening, speaking, reading and writing”) gets the second rank in terms of language competence (English proficiency) is from seventeen English teachers (85%) gave this statement. Then thirteen participants (65%) answered that good English teacher in term of language competence is “ *kreatif dalam mengembangkan bahan pengajaran*” (Be creative in developing teaching material)

It is also from opened-ended questionnaire that eleven participants (55%) stated that good English teacher in term of language competence: ten teachers (50%) answered “*mampu menjabarkan materi dari sillabus ke dalam rencana pembelajaran*”(able to describe the material from syllabus into teaching plan) while six teachers (30%) answered that “*memberikan contoh yang jelas dan mudah di mengerti*”(provide clear and understandable modelling) is the last rank.

The responding of English teachers in term of pedagogical competence is having methods, model and teaching technique variously. The writer found 17 answers (85%) and it got the first rank. The next is understanding the students character. It has fifteen answers (75%) from the participants and get the second rank. Designing the teaching material according to an interested learning strategy is the third most answers with thirteen participants (65%). While mastering the theory and practice teaching in class found ten answers or 50% is the fourth rank. The next is able to create an active, creative and fun learning. From twenty participants , it has nine answers or 45%. The

following rank is developing the creative learning media with 30 %, that is six participants. Mastering evaluation and fair assessment and also being able to open the lesson by questioning , leads to the title of the materials, found five answers with 25% . Describing the purpose of the lesson and making a creative lesson plan and able to use I.T for teaching media got three answers or 15% from all participants. While adapting to the teaching material with with students` intelligence is only getting two answers as the last rank with 10%.

Based on the writer, the participants` answers are relevant with the theory above that is close with a particular role of the teaching profession. It is proved by real condition in class. They believe that good English teacher (1) Be able to open the lesson by questioning, leads to the title of the materials. (2) Describing the purpose of the lesson. (3) Having methods, model and teaching technique variously 4) Able to create an active creative and fun learning. (5) Mastering the theory and practice teaching in class. (6) Designing the teaching material according to an interested learning strategy. (7)Developing the creative learning media.(8) Adapting to the teaching material with with students` intelligence. (9) Making a creative lesson plan. (10) Mastering the evaluation and fair assessment. (11) Understanding the students character.

Writer gave opene-ended questioner. Writer asked to the English teachers as participants of this study to reveal their idea about perception in terms of classroom management competence. The results of participants` statements as the following: It revealed by E.T 11 he said” *a.Menjadikan siswa senang di kelas. b. Mengontrol siswa dalam kelas. c. Menjadikan siswa disiplin*” (a. Making the students are confortable in class, controlling the students in class, c. Educating discipline to students). .(it was 4th August 2015) These answers get 100% for making the students are confortable in class with 20 participants, while controlling the students in class gets 12 participants or 60% and educating discipline to students gets seven participant only or about 35%. The next answer is from E.T 19, he wrote “*a.Menciptakan kondisi kelas efektif dan efisien. b. Membuat siswa terlibat secara aktif dalam kelas*” translated by the writer a. Teachers are able to create an effective and efficient classroom conditions. b. Making students are involved in classroom actively. It has eleven answers about teachers are able to create an effective and efficient classroom conditions or 55%. And making students are involved in classroom actively gets three answers or 15 % only. When the students

involved in the class they are not passive so the class is life like what the teacher requires. It is from E.T 5, She wrote “*Membina hubungan yang baik antara guru dengan siswa*” (Communicating between teachers and students qualifiedly) It is about 35% or about seven participants answer. The next is “*perhatian pada semua siswa*” translated by the writer (attention to all students) gets seven opinions or 35% members. The last rank is “*Megeelola waktu dengan baik & sering mengadakan kontak mata pada siswa*” (Managing the time well) teacher needs to be capable in managing the time to support the students succeed, it is because without it, the lesson plan is not obtained. And then (holding eye contact on students in class). The contact eye gives special feeling to be obedient student in class. They get two and one answers only the same as 10% and 5% they are from E.T 2.

The open – ended answers` results in term of interpersonal communication competence. It can be seen in the example of open-ended questionnaire answer (it was 4th August 2015)for all open-ended questionnaires. It was from E.T 8. He wrote “*memiliki gaya komunikasi yang mudah diterima*” or in Indonesian, having an easy and receivable communication style. It is written by seventeen teachers or gets 85%. And he also answered that “*mendampingi siswa dalam kegiatan persekolahan*” translated by the writer, accompanying students in school activities. This answer obtains four participants with 20% only from twenty members. The next answer is from E.T 5, She wrote “*saling membantu dan menghargai*” (having mutual help and respect). It has thirteen the same answer with 65% from twenty participants. And then, from E.T 10, she wrote “*. memberikan waktu untuk konsultasi pelajaran di dalam dan di luar kelas*” (providing time to consultate within or outside the classroom) gets eleven writers with 55% members dan “*memahami kondisi psikologi siswa*”(understanding the students psychological condition) gets four English teachers only or it gets 20% from all participants. It is from E.T 12, he answered “*berkwalitasnya hubungan guru dan siswa*” (Teacher is competence in creating the qualified teacher and student relationship) with thirteen English teachers or 65% from all participants. And there are still four points answers again which are not informed here. All of their answers, the writer can concise into ten answers. One of ways to get the data, it uses open ended question. This question asks about socio affective competence. Twenty English teachers expressed their ideas and opinions about it. (it was occurred on 4th of August 2015).

These are examples of their answers: E.T 5 explained that socio affective competence include” Be patient and be a good model (she answered: *Sabar & menjadi teladan yang baik*). It gets 100% or about twenty persons` answers. And she also wrote : *Bersemangat dalam mengajar* (Eagering in teaching the class). Five English teachers explained those , it is about 25% from all. “*Guru berpenampilan yang menyenangkan*” (teacher has an interesting appearance) is the next her answer with twelve the same points or about 60% from twenty teachers. The next example is English teacher with code number E.T 10, she expressed in her writing that “*memberi pujian untuk memotivasi siswa* or giving praise to motivate students, in English. Thirteen participants answered those ones. It gets 65% which the same answers with hers. Participant with code E.T 2 wrote her answer “*Humoris , mampu menghidupkan suasana kelas*” translated in English by the researcher having a sense of humor to liven the classroom. There were eight persons answered such those or about 40% from twenty members, and she also answered “*Berperan sebagai pendengar yang baik saat siswa mengutarakan sesuatu*” (As a good listener while students express something) only three participants or 15% teachers wrote these points. The next is E.T 8, he answered appreciating all students and solving the students private problem. after that E.T 15 he wrote “*mengetahui nama siswa di kelas* or translated as noticing all learners and knowing students names. when the sentence is completed with other answers.

From the open-ended answers above the writer can sum up the participants writing answers.

4. CONCLUSION

Based on the description above the writer can sum up that as a good English teacher is not only good at listening, reading writing and speaking, but also skillful in managing class, leading interpersonal communication, socio affective, and mastering pedagogical theory and practice. Some students complains that they can not receive and understand the teacher`s teaching, it can be the teacher has no some competencies above. It must be understandable and receivable explanation when as an educator covers at least five capabilities and teaching learning process so it gets hoped and required goal. So that the Indonesian educational condition is prospective and change to be a developed country like others on the world.

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